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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT **to analyze the effects of the Red Scare and Prohibition on immigrants.** | 5.2.4.c Describe the political and social consequences of the Red Scare, including the Palmer Raids, immigration restrictions and the Sacco and Vanzetti case. **(Red Scare, Palmer Raids, Sacco/Vanzetti)**  5.2.4.d Examine the connection between Prohibition and the emergence of organized crime. **(Prohibition/19th amendment, Volstead** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will complete an exit slip. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | * What do you think mob mentality means? Why do you believe this? | |
| **LESSON CYCLE: GO** | **OPENING. (10 min.)** | |
| * What do you think mob mentality means? Why do you believe this? | |
| **INTRODUCTION OF NEW MATERIAL. (45 min.)** | |
| Students will follow along on a powerpoint about the Red Scare and the mob. Students will use notes to complete a graphic organizer. They will also work through notes about prohibition and how the mob grew out of the restrictions of prohibition. | |
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| **GUIDED PRACTICE. (35 min.)** | |
| Students will analyze political cartoons about the Red Scare. Students will work on their own or in groups. Students will also analyze a short video about Al Capone and the prohibition era gangsters. S | |
| **INDEPENDENT PRACTICE. (10 min.)** | |
| * Students will complete an exit slip. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK:** | |
| **REINFORCEMENT** |  | | |